

A photograph of four young children sitting on the floor in a classroom, each focused on a tablet device. The child on the far left is a Black girl with curly hair and red-rimmed glasses, wearing a pink shirt. Next to her is a girl with long blonde hair in a striped shirt. In the center is a boy with short dark hair in a red and blue plaid shirt. On the far right is a girl with long brown hair in a floral sleeveless top. The background shows a typical classroom setting with shelves and educational materials. The entire image has a semi-transparent blue overlay.

# ConnectALL Regional Internet and Digital Equity Listening Sessions

March-April 2023

# Agenda

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Welcome

Introducing ConnectALL

Regional Challenges & Opportunities

Breakout Discussions

Closing Session





**01**

# Introducing ConnectALL

## CONNECTALL OVERVIEW

New York State's ConnectALL Office is tasked with implementing Governor Hochul's \$1B+ ConnectALL initiative, a comprehensive plan to bring affordable, reliable, high-speed broadband service to all New Yorkers.



*Governor Hochul delivering the 2022 State of the State address.*

### ConnectALL Programs

Municipal  
Infrastructure  
& Assistance

Affordable  
Housing  
Connectivity

Statewide Digital  
Equity Plan  
& Grant Program

Rural  
Broadband

Connectivity  
Innovation

## DEVELOPING THE STATE'S DIGITAL EQUITY PLAN

Over the next several months, ConnectALL will develop the New York State Digital Equity Plan, a comprehensive strategy to ensure that reliable, affordable, high-speed internet is accessible to all New Yorkers.

### ***The Digital Equity Plan will include...***

- Vision and input gathered from communities across the state in the planning process
- Community-identified barriers to digital equity
- An assessment of what's working to advance digital equity

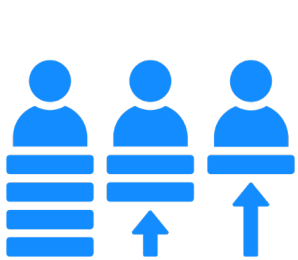
*These inputs will inform the State's measurable objectives to assess the Plan's progress and impact.*



***The State's Plan will serve as the roadmap for an estimated \$500M+ in federal investments in internet infrastructure and digital equity over the next five years.***

## DIGITAL EQUITY PLANNING PRINCIPLES

These principles will serve as the foundation for ConnectALL's planning process. CAO will continuously revisit these principles as we receive feedback from stakeholders.



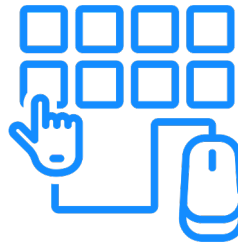
### EQUITY

Improved access to the internet, digital skills, and devices will allow all New York residents to fully participate in our society, democracy, and economy.



### PERFORMANCE

All New York residents have access to high-quality connections, fast speeds, and reliable service.



### CHOICE

All New York residents should have a choice of internet providers, plans, and modes of digital engagement.



### AFFORDABILITY

Quality service should be available at prices that all New York residents can afford.



### SAFETY

New York's online environments should ensure privacy, security, and digital well-being.



## DIGITAL EQUITY PLAN PRIORITIES

The State Digital Equity Plan will seek to address needs and barriers to access faced by eight "Covered Populations" defined in the Digital Equity Act, as well as other key stakeholders.

### COVERED POPULATIONS

Low-income households

Aging individuals

Incarcerated individuals

Veterans

People with disabilities

People with language barriers

Racial and ethnic minorities

Rural inhabitants

### OTHER STAKEHOLDERS

People adversely affected by persistent poverty or inequality

Members of ethnic and religious minorities

Women and LGBTQI+ individuals

Internet Service Providers

Community anchor institutions, nonprofits, and community-based organizations

Civil rights and labor organizations

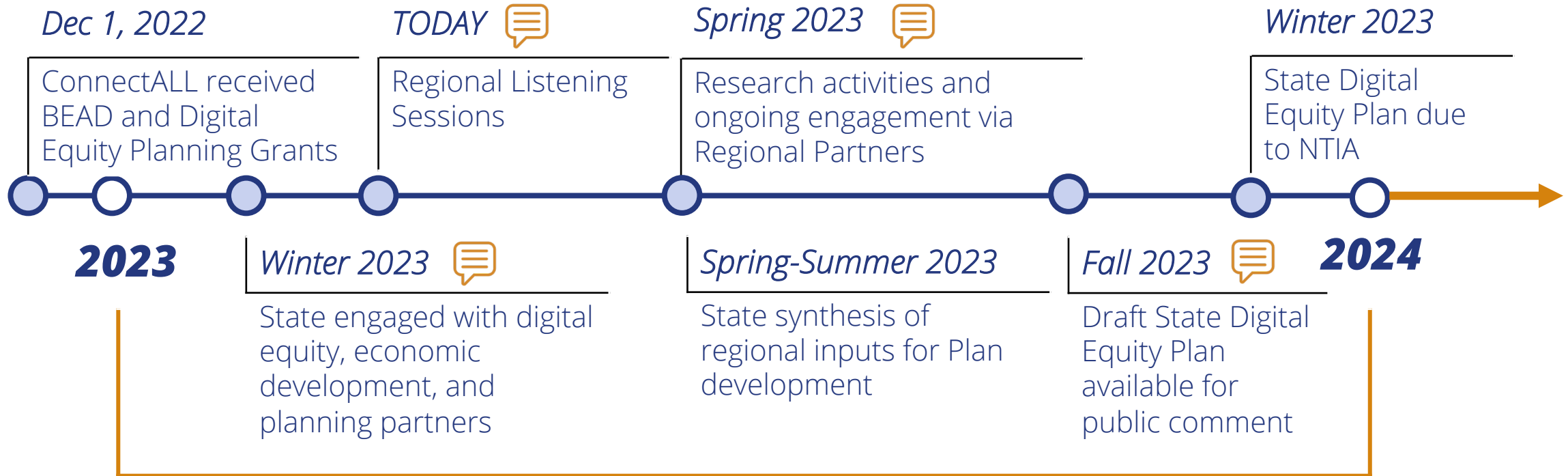
Education, healthcare, housing, workforce development, and economic development entities

Local, county, regional, Tribal, and State government entities

## CONNECTALL PLANNING TIMELINE



Opportunities to Contribute to the State Digital Equity Plan



***Statewide digital equity and broadband deployment planning process***



## NEW YORKERS' VISION FOR DIGITAL EQUITY

We seek to gather input from New Yorkers across the state to build a collective vision of digital equity for New York's future – including access, affordability, quality, and choice.

*We also seek to provide a foundation for New York residents to advance digital equity in their own communities for the long term.*

### ***In today's listening session, we want to understand...***

- *Challenges and barriers to digital equity in your community*
- *Priorities for improving accessibility and costs of service*
- *Existing programs and resources supporting digital equity and inclusion*

## DIGITAL EQUITY PLANNING: NEXT STEPS

In the coming months you will have several additional opportunities to contribute to ConnectALL's digital equity planning effort.

**Spring 2023** ○ Regional Internet & Digital Equity Listening Sessions

**Spring-Summer 2023** Regional stakeholder roundtables, focus groups, and interviews

**Spring-Summer 2023** ConnectALL Community Surveys

**Fall 2023** Public comment on draft Plan materials

□ **Visit [broadband.ny.gov](https://broadband.ny.gov) for details on upcoming events and other ways to get involved in the planning process**



# Thank you!

Contact the ConnectALL Office at  
[ConnectALL@esd.ny.gov](mailto:ConnectALL@esd.ny.gov)



ConnectALL





02

# Regional Challenges & Opportunities





03

# Breakout Discussions

Share a story of a specific time when using the internet made a difference in your life.

## BREAKOUT DISCUSSION

### Part 1: Access Locations

**In your experience, what kinds of locations in your community are most important for accessing the internet?**

- a) Homes
- b) Friends' or neighbors' homes
- c) Community centers, libraries, or other municipal centers
- d) Workplaces
- e) Local businesses such as coffee shops or grocery stores

Do you know of people in your community who are not able to access the internet at all, including at any of the locations discussed? If so, what barriers do they face?

## BREAKOUT DISCUSSION

### Part 2: Barriers to Access

**In your experience, which of the following factors make it hard for people in your community to access and use the internet?**

- a) Lack of affordable internet service
- b) Lack of high-quality, reliable internet service
- c) Inaccessible or hard-to-use online resources and services
- d) Lack of digital literacy or computer/internet skills training
- e) Concerns about digital privacy and safety, or lack of skills needed to use the internet safely
- f) Difficulty acquiring or maintaining affordable internet-enabled devices

What other factors make it difficult for New Yorkers to access and use the internet?



## BREAKOUT DISCUSSION

### Part 3: Challenges to Using the Internet

#### **What everyday activities do you/members of your community regularly use the internet for?**

- a) Working or otherwise making money
- b) Searching for or applying for new jobs
- c) Attending school, taking classes, or accessing other educational opportunities
- d) Communicating with doctors or other healthcare professionals
- e) Keeping in touch with friends, family, and neighbors, or accessing other social opportunities
- f) Engaging with neighborhood or local community organizations
- g) Accessing local, state, or federal government services, or applying for government benefits

## BREAKOUT DISCUSSION

Part 3 continued: Challenges to Using the Internet

### Challenges: Open Discussion

1. If you do not have internet access, what do you wish you could do online?
2. If you know of community members who do not have internet access, what do they wish they could do online?

## BREAKOUT DISCUSSION

### Part 4: Browsing Experience

## **What are community members' experiences when it comes to accessing public resources online?**

Examples:

- Department of Health website
- Government websites to access Section 8, Medicaid, SSI, or other benefits
- Website for local libraries or community centers

## BREAKOUT DISCUSSION

Part 4 continued: Browsing Experience

### Browsing Experience: Open Discussion

1. How clear and understandable are public resources online to you and others in your community? Is there anything missing, like translation, or the right literacy level?
2. How easy are public resources to navigate online? Is information easily accessible/easy to find?
3. For community members with disabilities, what challenges are they facing? For example, screen-readers, larger text, etc.



## BREAKOUT DISCUSSION

### Part 5: Online Privacy & Security

## Online Privacy & Security: Open Discussion

1. Have you or other community members read, watched, or shared any educational material about how to protect your data from companies? For example, information on how to view and change how your personal data is shared with advertisers.
2. Have you or other community members read, watched, or shared any educational material about how to secure your data from unauthorized use? For example, using strong unique passwords, securing your wifi, or learning about scams like pop-up windows that trick people into sharing sensitive information.
3. Do you have any other worries or concerns about your privacy or safety online?

## BREAKOUT DISCUSSION

### Part 6: Quality Internet Connection

**What would you prioritize for improvement for those who have internet access in your community?**

- a) Reliability of internet connection
- b) Speed and quality of the connection
- c) Data limits and caps on data usage
- d) Cost of internet service overall
- e) Trustworthiness of Internet Service Providers and quality of customer service

## BREAKOUT DISCUSSION

### Part 7: Squeeze the Lemon!

## Squeeze the Lemon: Closing Thoughts

1. Do you know of any high-quality programs, services, or resources which are removing barriers to internet use, or increasing accessibility, affordability, and comfort with using the internet for people in your community? This could be something you've found at a library, school, or other institution, or something you and/or your community have created to meet your digital needs.
2. Do you have any final thoughts to share on how the state can ensure all residents have universal access to affordable, high-quality, high-speed broadband internet, as well as the knowledge necessary to realize its full potential?

What will you take away from  
today's conversation?

Thank you!

We will take a 5-minute break,  
then return to the larger  
group.



A man and a young girl are sitting at a wooden table, looking at a laptop screen. The man is holding the girl's hand, and she is pointing at the screen. The laptop screen shows a video call with a doctor wearing a mask and gloves, holding a clipboard. The background is a kitchen with a bowl of fruit on the counter. The text "BREAK (5 minutes)" is overlaid in white on the image.

BREAK  
(5 minutes)



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# Closing Session



## CLOSING SESSION: SHAREBACK

Thank you for your participation in our facilitated discussion. We want to learn more about what you heard and discussed.

### Question 1

- What did you hear today about local challenges and barriers to digital equity?
- What are the primary groups that are impacted by these challenges?

### Question 2

- What's working well in our region to address these challenges and advance digital equity?

### Question 3

- What long-term benefits could come from improving digital equity in our region (e.g., employment, education, health, access to services)?

## CLOSING SESSION: VISIONING EXERCISE

Thank you for your participation in breakout discussions. We would like to move into a blue sky visioning exercise to close out today's event

### Headlines from the Future

Imagine it's five years in the future. The Digital Equity Plan has been a resounding success. After some initial challenges, New York's solutions are having a huge impact on the world in ways you'd never even imagined!

- Take 1 minute to individually draft a New York Times newspaper headline, and 2 bullets about this feature story.
- In groups of three quickly share your headline (online: drop into the chat box)

A group of diverse young children are sitting on the floor in a classroom, each focused on their own tablet device. The image has a blue tint and a semi-transparent text overlay. The children are of various ethnicities and are dressed in casual clothing. The background shows a typical classroom setting with shelves and educational materials.

Thank you!

ConnectALL

*Contact us at [ConnectALL@esd.ny.gov](mailto:ConnectALL@esd.ny.gov)*